College of Engineering
Faculty Search Workshop

Professor Alec D. Gallimore
Associate Dean for Academic Affairs (ADAA)
October 2015
Agenda

- CoE changes to recruiting/hiring process
- Timeline
- Advice on setting up candidate visits
- Dual Career matters
- ADVANCE best practices
- Discussion
Transition to Three-Year Faculty Search and Hire Process

Benefits

- Better utilizes faculty expertise and lessens the recruit and hire learning curve since most members would be expected to serve multiple years.
- Incentivizes the College and Departments to plan ahead and identify the most important areas for hiring.
- Removes the yearly “use it or lose it” mentality that normally occurs when resources are provided on an annual basis.
- Enables Departments to project budgets and space availability over a multi-year period allowing for improved resource planning.
Transition to Three-Year Faculty Search and Hire Process Cont.

Opportunities

- Allows for broader advertising where Departments can cast a wider net for multiple disciplines and positions.
- Provides Departments with a competitive edge by enabling “off-cycle” hiring, especially in cases where attention to partner needs is paramount.
- Enables the flexibility for faculty pool development over multiple years to enhance the quality and diversity of prospective faculty members.
- Provides greater opportunity for cross department collaborations where disciplines intersect.
Timeline

- **August - December**
  - Convene committee
    - Plan and implement recruiting strategy
    - Identify resources for pool development
  - Start advertising process
  - ADAA approves all ads in batch process (deadline 10/2)
    - College-wide ad
  - STRIDE Faculty Recruitment Workshop
    - All search committee members must attend or have attended one such workshop within the last three years.
    - Workshop dates: 9/24, 10/7, 10/13, 10/23, 10/26 and 11/3 (for those who attended a previous workshop).
Timeline (continued)

- **January - March**
  - NEW! - Short narrative from search committee describing pool development and candidate selection strategies (due January 15, 2016).
  - Departments submit candidate pool to Jennifer Piper for ADAA review and approval
    - Candidate pool list approval must occur prior to scheduling first candidate visit
  - Departments schedule candidate visits (refer to process flow document)
April - May

- **April 1**: Last day to submit casebooks to EC for September 1, 2016 start
- Offers made after **April 30** should be for January 1, 2017 start dates except for unusual circumstances
  - Note: Per Association of American Universities (AAU) guidelines, an offer made after April 30 to a professor at another institution for a September 1 start requires explicit permission of his or her Provost
- **May 18**: Last day to submit casebooks to EC for January 1, 2017 start
Timeline (continued)

- **June**
  - **June 1**: Deadline on acceptance for September hires
  - Search committees convene to review what they learned throughout search process to enhance next years process

- **July**
  - **July 1**: Deadline on acceptance for January hires
    - Extension usually granted if requested by candidate
    - Launch Committees (ADVANCE) are identified
Pool Development Suggestions

- Funding is available from the ADAA Office
  - Host a one-day symposium or seminar
  - Allows department to bring in prospective applicants
  - Department explores potential research areas for faculty hires
  - Opportunity to bring in women and URM seminar speakers
  - Gauge interest in/of faculty member at another institution

- ADAA available for discussions around issues related to hiring
  - Diversity
  - Dual Career
  - Relocation
  - Space/lab requirements
Faculty Candidate Visit

- Plan schedules that are similar in format for all candidates to ensure an equitable basis for evaluation
  - Remember…committee is evaluating the candidate while the candidate is evaluating the College

- Think carefully about the people each candidate should meet
  - Include people outside of the department; e.g., potential collaborators
  - Consider having candidates meet U-M faculty members in pairs or in small group settings
  - Provide additional non-evaluative meeting for woman/URM candidates with a U-M woman/URM faculty member outside of the department
    - Names are provided from the ADAA Office
  - Consider providing an opportunity for candidates to meet with students and postdocs
Faculty Candidate Visit

- Schedule meeting with the ADAA for both Junior and Senior Hires
  - Other associate deans can fill in if the ADAA is not available
  - Senior hires (Associate & Full) also need to meet with the Dean

- Follow up with the candidate after the visit
  - Search Committee Chair should send a thank you letter within a couple of days of the candidate’s departure
  - Search Committee Chair should make a follow-up call to candidate several days after the campus visit to provide *positive* feedback, give more information on timing, and discuss lab needs
  - If another member of the committee is connected especially well with the candidate, that individual should make the follow-up call
Legal Considerations

- There are questions that are illegal and counterproductive for us to ask of candidates.
- A study of U-M faculty candidates who withdrew applications or declined offers shows negative impact of inappropriate questioning.
  - Several candidates in the study mentioned that they had been asked illegal and discriminatory questions about their personal lives and intentions.
  - Faced with such questions, candidates (men and women) may feel pressured to give the "right" answer, and they rightfully may resent such questions.
  - You may answer questions the candidate raises. Be careful not to ask follow-up questions.
  - You may refer candidates to Melissa Dorfman (dorfmanm), Director, Dual Career Services, or the ADAA.
What questions are illegal or inappropriate?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Do not ask</th>
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<tbody>
<tr>
<td>National origin, race, color,</td>
<td>Are you a U.S. citizen?</td>
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<tr>
<td>ethnicity, sexual orientation,</td>
<td>Where were you born?</td>
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<td>religion</td>
<td>What is your maiden name?</td>
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<td>What is your spouse’s name?</td>
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<td></td>
<td>What is your mother’s/father’s name?</td>
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<td></td>
<td>What church do you attend?</td>
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<td></td>
<td>What is your religion?</td>
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<tr>
<td></td>
<td>What is your race or ethnic origin?</td>
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<tr>
<td></td>
<td>What is your native tongue?</td>
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<td></td>
<td>What is your sexual orientation?</td>
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<tr>
<td>Age</td>
<td>When were you born?</td>
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<td></td>
<td>How old are you?</td>
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<td>Disability</td>
<td>Do you have a disability?</td>
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<td></td>
<td>Have you ever been treated for an illness?</td>
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<td></td>
<td>Why are you in a wheelchair?</td>
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<tr>
<td>Marital/Family status</td>
<td>Are you or were you ever married?</td>
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<tr>
<td></td>
<td>Are you single or in a committed relationship?</td>
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<td></td>
<td>Do you have any children?</td>
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<td></td>
<td>What kind of child care arrangements do you have?</td>
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</table>

Please use good judgment in answering questions related to family matters if (and only if) the candidate brings up the subject.
Casebook Keys

- College representatives
  - Junior faculty members – one per EC requirement
  - Senior faculty members – two per EC requirement
  - CoE reps must submit evaluations to ADAA. ADAA forwards them on to the departments.
    - EC will not review offer request unless CoE rep letters are included (including for internal candidates)

- Letters of recommendation
  - Senior Faculty: Minimum five ‘arm’s length’ letters from persons who are outside the present institution of the candidate and who did not work or train with the candidate at other institutions.
    - Two must be suggested by the department/committee.
  - Junior Faculty: Minimum three letters. Dissertation advisors and collaborators acceptable, discourage fellow graduate students.
Approval Process

- **Department Approval**
  - Follow established procedure
    - CoE Executive Committee Approval
    - Offers to assistant professors can be extended after EC approval.
      - Approval usually provided within 1-2 weeks

- **Provost and Regents Approval**
  - Offers to senior candidates may be made contingent upon Provost approval if not approved prior.
    - EC approval usually provided within 1-2 weeks
    - Provost approval usually provided within 2 weeks
      - Requests received after May 18 could take as long as 3-4 weeks
Target of Opportunity Hire

- Outstanding candidate whose research area is outside the scope of approved slot(s).
- Can be the result of identifying a candidate without a planned search who meets a desired need in the department.
- Provost’s Office support available in some cases
- Women and URMs not always considered targets of opportunity
Target of Opportunity Hire Cont.

- **Examples where ToO hiring is appropriate**
  - Candidate applies for open position, doesn’t fit that position, but could fill another gap in the department where there isn’t a current opening
  - Candidate fits position that has been filled already; i.e. no slot available
  - Rising star identified at conference, workshop, etc.; e.g. NextProf
  - Dual career case where partner fills a departmental gap where there is not a current opening

- **Examples of situations where ToO hiring is inappropriate**
  - Candidate is fit for open slot
  - Standard dual career case
  - ToO status based solely on gender or ethnicity
Typical Startup Packages

- Funded by Department, College and Provost
- Summer Months: 2~4 months total
  - Cannot pay three months of summer in one year all on general funds
- Moving Expenses: 1/9th of Academic Year Salary
- Student Support: ~4 student academic years, $250,000 in 2014-2015
- Research Funds: Adequate to be well-equipped to begin research
- Renovation: As needed. Separate from startup package
- Travel/Discretionary: As appropriate
- Transfer of Grants: As needed
- Engineering Education Workshop Funds (faculty new to teaching)
- Startup grid and offer letter require CoE approval – Please work with your department chair and Jennifer Piper
Resources

- ADAA Office:  
  - http://adaa.engin.umich.edu/

- Dual Career:  
  - http://www.provost.umich.edu/programs/dual_career/

- ADVANCE:  
  - http://advance.umich.edu/

- Diversity:  
  - http://www.diversity.umich.edu/

- Provost Office:  
  - http://www.diversity.umich.edu/
Contacts

Jennifer Piper
*Managing Director for Academic Affairs*
jmpiper@umich.edu, 7-7035
Position Descriptions, Offers and Packages

Sherry Hall
*HR Generalist, Academic Affairs*
sfolsom@umich.edu, 7-7018
Visits, Casebooks, EC Approval

Melissa Dorfman
*Director, Dual Career Services*
dorfmanm@umich.edu, 5-6417
Dual Career Services in the College of Engineering

Melissa Dorfman
Director, Dual Career Services
dorfmanm@umich.edu
5-6417
646-7663 (cell)
Agenda

• Eligibility for Services
• Process for Communication
• Definition of Dual Career Services
• Dual Career Myths
Eligibility for Dual Career Services

- Partners of all candidates invited to interview on campus
  - Candidates for both tenure track and research track offers
  - “Partner” is broadly defined
  - Initial conversations and exploration offered prior to search committee decisions

- Partners of all candidates who receive offers

- Partners of all existing faculty members
Eligibility: Prevalence of Dual Career Situations in Academia

Partner Status of U.S. Academic Workforce

<table>
<thead>
<tr>
<th>Status</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Have Academic Partner</td>
<td>36%*</td>
</tr>
<tr>
<td>Have Employed (Non-Academic) Partner</td>
<td>36%</td>
</tr>
<tr>
<td>Are Single</td>
<td>14%</td>
</tr>
<tr>
<td>Have Stay-at-Home Partner</td>
<td>13%</td>
</tr>
</tbody>
</table>

Dual Hires: Hired as a couple at current institution(s).
- 10%

Independent Hires: Partners hired independently of their couple status. Each partner replied to separate advertisements or met after each was hired.
- 17%

Solo Hires: Only one partner in the couple is currently employed in academia.
- 9%

Sequential: One partner, “first hire,” negotiates for the other, or “second hire”
- 8%

Joint: Recruited by university as a couple
- 2%

n = 9,043 Full-time faculty from 13 Leading Research Universities

* 40% for female faculty members

Eligibility: Dual Career Requests within the College of Engineering

CoE Dual Career Services Requests, AY 2011-12 to AY 2014-2015*

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Recruits</th>
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<tr>
<td>11-12</td>
<td>55</td>
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<tr>
<td>12-13</td>
<td>50</td>
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<tr>
<td>13-14</td>
<td>45</td>
</tr>
<tr>
<td>14-15</td>
<td>43</td>
</tr>
</tbody>
</table>

Partner Status of College of Engineering Recruits, AY 2014-2015*

- 48% (20) Faculty Recruit Requested Dual Career Services
- 42% (18) Faculty Recruit Did Not Request Dual Career Services
- 10% (4) Recruit Is Partner
- * AY = July-June
Process for Communication

Ranges and Averages of Time to Position, 2014-2015 CoE Dual Career Partners

Academic Positions at U of M
n = 10

Average: 5.9 months

Non-Academic Positions at U of M
n = 4

Average: 5.75 months

Employment Outside of U of M
n = 5**

** Uses data from partners helped from 2011-2015.

Process for Offering Dual Career Services to CoE Candidates

Select candidates to interview on campus

Send candidate names & contact info to Sherry Hall

Program Manager offer dual career services to candidates

- sfolsom@umich.edu
- 7-7018

- Candidates can choose to pursue services confidentially early in the process
- Alec mentions dual career program and gives brochure when meeting with candidates
2014-2015 Recruiting Process Results

106 Candidates received the offer of dual career services from both the Director and the ADAA

33 requested dual career services

21 of the candidates who requested services received offers from CoE (out of 38 offers extended); 4 Engineering partners received CoE faculty offers

12 of these candidates accepted positions with CoE by their offer deadlines; 1 is still TBD and 1 has not yet finalized the terms of his offer. Three of the ten required job offers for their partners before they would accept. Four declines are directly attributable to dual career issues for academic partners.
What Are Dual Career Services

Coaching, support and help with networking for partners conducting job searches – not guaranteed placement. Partners are expected to take an active part in their own job search.

<table>
<thead>
<tr>
<th>Services for Partners Interested in Working within the University</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Networking and Job Exploration</td>
</tr>
<tr>
<td>– Connecting the partner with the appropriate faculty and staff at the University of Michigan</td>
</tr>
<tr>
<td>– Gathering feedback on the partner’s qualifications and fit with the unit of interest, as well as potential openings</td>
</tr>
<tr>
<td>– Facilitating networking at other nearby institutions of higher education if appropriate</td>
</tr>
<tr>
<td>• Unposted Job Exploration</td>
</tr>
<tr>
<td>– Working with units to explore the fit between the partner and open positions / created positions that would help the partner transition to the University</td>
</tr>
<tr>
<td>– Collaborating with units to address the issues that might arise related to the position (funding, visas, appointment, etc.)</td>
</tr>
<tr>
<td>• Job Search Skills</td>
</tr>
<tr>
<td>– Coaching on initial informational discussions with faculty and staff in the partner’s area(s) of interest</td>
</tr>
<tr>
<td>– Providing advice on CVs and cover letters, interviewing and negotiation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Services for Partners Searching for Positions Outside the University</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Networking and Job Exploration</td>
</tr>
<tr>
<td>– Providing information about the local job market and area companies, as well as the range of employment opportunities in Ann Arbor and southeast Michigan</td>
</tr>
<tr>
<td>– Helping to arrange informational interviews and/or identify positions of interest</td>
</tr>
<tr>
<td>– Following up on job applications to encourage interviews and gather feedback (where have contacts)</td>
</tr>
<tr>
<td>• Job Counseling and Search Skills</td>
</tr>
<tr>
<td>– Providing advice on overall job search direction</td>
</tr>
<tr>
<td>– Reviewing and helping to revise résumés and cover letters</td>
</tr>
<tr>
<td>– Assisting in enhancing interviewing techniques, including role plays</td>
</tr>
</tbody>
</table>
## AY2014-2015 Dual Career Partners
### Outcome of Services Provided

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Total Partners</strong></td>
<td>54 (42 women, 12 men)</td>
<td>52 (37 women, 15 men)</td>
<td>51 (33 women, 18 men)</td>
</tr>
<tr>
<td>Academic Employment at U of M</td>
<td>17%</td>
<td>29%</td>
<td>14%</td>
</tr>
<tr>
<td>Non-Academic Employment at U of M</td>
<td>7%</td>
<td>8%</td>
<td>14%</td>
</tr>
<tr>
<td>Employment Outside of U of M</td>
<td>2%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Partner Discontinued Using Services</td>
<td>6%</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>Unable to Find Position for Partner</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Active (as of 6/30)</td>
<td>19%</td>
<td>33%</td>
<td>14%</td>
</tr>
<tr>
<td>Recruitment Did Not Proceed</td>
<td>11%</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>Faculty Offer Declined</td>
<td>17%</td>
<td>8%</td>
<td>16%</td>
</tr>
<tr>
<td>Faculty Offer Declined (Retention)</td>
<td>0%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Work with Partner on Hold</td>
<td>11%</td>
<td>4%</td>
<td>12%</td>
</tr>
<tr>
<td>No Change (Administrative Work on Case)</td>
<td>6%</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td>Other (Personal)</td>
<td></td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Dual Career Myths

- Dual career issues are more important when we are recruiting women than men to faculty positions

- Dual career issues aren’t as important as other factors (job opportunity, support, fit) to faculty recruits

- We can help dual career partners at any point in the process to explore opportunities in a timely way

- Faculty members / search committee chairs should offer help when they know about dual career situations

- We can guarantee positions for partners

- It’s possible to extrapolate from one situation to others / all dual career situations are treated in the same way

The importance of dual career issues varies by individual

Exploring academic positions outside of Engineering after early April may not be possible and can delay the recruit’s decision-making time frame

To offer help, refer candidates and their partners to the Dual Career Program Manager (with direction / suggestions)

We can offer help to all partners

Each situation is unique and varies based on timing, partner’s interests / achievements / effort in job search, visa requirements and the situation of potential employers
Faculty Recruitment for Diversity and Excellence

Jennifer Linderman
Professor of Chemical Engineering
Assoc. Dean for Graduate Education, CoE
Associate Director, ADVANCE Program
What gets in the way of hiring a diverse faculty?

Four key concepts:

• low base rate/lack of critical mass
  – presence of one or only a few individuals from a group (e.g. women, people of color).

Fiske, Cuddy, Glick, & Xu (2002). *J Personality and Social Psychology, 82*(6), 878-902
What gets in the way of hiring a diverse faculty?

Four key concepts:

• low base rate/lack of critical mass

• schemas (race, gender, sexuality, etc.)
  – assumptions or expectations about social groups that influence our judgments of them; also known as stereotypes.

Fiske, Cuddy, Glick, & Xu (2002). J Personality and Social Psychology, 82(6), 878-902
What gets in the way of hiring a diverse faculty?

Four key concepts:

- low base rate/lack of critical mass
- schemas (race, gender, sexuality, etc.)
- unconscious evaluation bias
  - unintentionally favoring or disfavoring others based on schemas held about their group

What gets in the way of hiring a diverse faculty?

Four key concepts:

• low base rate/lack of critical mass
• schemas (race, gender, sexuality, etc.)
• unconscious evaluation bias
• accumulation of disadvantage
  – small disadvantages (or advantages!) pile up, resulting in significant group differences later in one’s career

Fiske, Cuddy, Glick, & Xu (2002). *J Personality and Social Psychology, 82*(6), 878-902
Active Recruiting

• Search! Recruiting is a year round activity. Be a talent scout.
  o Network directly with young scholars, and track their progress.
  o Foster connections with other institutions.
  o Widen the pool from which you recruit.
  o Use “pool document” to assess possibilities.

• Make use of new programs:
  o NextProf 2012, 2014 (URM)
  o NextProf 2013, 2015 (women)
  o President’s Postdoctoral Fellowship Program (Nov. 1 deadline)
    http://presidentspostdoc.umich.edu/

• Make the job description as broad as possible.
Table 1: Graduating PhDs

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td><strong>University of Michigan</strong></td>
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<tr>
<td>Total number of doctoral degrees conferred</td>
<td>15</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>17</td>
<td>20</td>
<td>18</td>
<td>9</td>
<td>15</td>
<td>18</td>
<td>165</td>
</tr>
<tr>
<td>% doctoral degrees conferred to women</td>
<td>47%</td>
<td>20%</td>
<td>45%</td>
<td>17%</td>
<td>29%</td>
<td>30%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
<td>17%</td>
<td>26%</td>
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<tr>
<td>% doctoral degrees conferred to underrepresented minorities</td>
<td>0%</td>
<td>25%</td>
<td>14%</td>
<td>29%</td>
<td>11%</td>
<td>18%</td>
<td>9%</td>
<td>0%</td>
<td>18%</td>
<td>8%</td>
<td>13%</td>
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<td><strong>19 Peer Institutions</strong></td>
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<tr>
<td>Total number of doctoral degrees conferred</td>
<td>236</td>
<td>236</td>
<td>257</td>
<td>322</td>
<td>328</td>
<td>343</td>
<td>343</td>
<td>343</td>
<td>327</td>
<td>341</td>
<td>3585</td>
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<tr>
<td>% doctoral degrees conferred to women</td>
<td>23%</td>
<td>23%</td>
<td>23%</td>
<td>27%</td>
<td>24%</td>
<td>22%</td>
<td>28%</td>
<td>28%</td>
<td>31%</td>
<td>33%</td>
<td>26%</td>
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<tr>
<td>% doctoral degrees conferred to underrepresented minorities</td>
<td>5%</td>
<td>4%</td>
<td>6%</td>
<td>7%</td>
<td>8%</td>
<td>8%</td>
<td>10%</td>
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<td>8%</td>
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<td><strong>R1 Institutions</strong></td>
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<tr>
<td>Total number of doctoral degrees conferred</td>
<td>438</td>
<td>394</td>
<td>445</td>
<td>583</td>
<td>626</td>
<td>605</td>
<td>622</td>
<td>566</td>
<td>604</td>
<td>564</td>
<td>6365</td>
</tr>
<tr>
<td>% doctoral degrees conferred to women</td>
<td>26%</td>
<td>24%</td>
<td>25%</td>
<td>24%</td>
<td>28%</td>
<td>25%</td>
<td>30%</td>
<td>27%</td>
<td>32%</td>
<td>34%</td>
<td>27%</td>
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<tr>
<td>% doctoral degrees conferred to underrepresented minorities</td>
<td>7%</td>
<td>5%</td>
<td>5%</td>
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<td>7%</td>
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<td>9%</td>
<td>6%</td>
<td>11%</td>
<td>9%</td>
<td>8%</td>
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How does your department compare with others?  
What are the trends?  
What does the pipeline look like?  (Where should we be looking?)
Pros of letters of recommendation

- can point out strengths of candidate
- can identify candidate's role in shaping the direction of the project, identifying and working with collaborators, etc.
- can identify roles the candidate may have played that do not easily fit on a CV (e.g. wrote key part of a successful proposal that the advisor submitted)

Cons of letters of recommendation

- letter writer's own (conscious or unconscious) biases color what is (or is not) written
- may spend time on information that is irrelevant to the job and potentially harmful to the candidate
- sometimes are partly written by the candidates themselves

Use Specific Job-Relevant Criteria that Value Diversity and Excellence at All Stages

Please indicate which of the following are true for you (check all that apply):

- □ Read candidate’s CV
- □ Read candidate’s scholarship
- □ Read candidate’s letters of recommendation

□ Other (please explain): ___________________________________________________________________

Criteria should be discussed and determined ahead of time.

Please rate the candidate on each of the following:

<table>
<thead>
<tr>
<th>Potential for (evidence of) scholarly impact</th>
<th>excellent</th>
<th>good</th>
<th>neutral</th>
<th>fair</th>
<th>poor</th>
<th>can’t judge</th>
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<tbody>
<tr>
<td>Potential for (evidence of) research productivity</td>
<td></td>
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<tr>
<td>Potential for (evidence of) research funding</td>
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<td>Potential for (evidence of) collaboration</td>
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<td>Fit with department’s priorities</td>
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<td>Ability to make positive contribution to department’s climate</td>
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<td>Potential (demonstrated ability) to attract and supervise diverse graduate students</td>
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<td>Potential (demonstrated ability) to teach and supervise diverse undergraduates</td>
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<td>Potential (demonstrated ability) to be a conscientious university community member</td>
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<tr>
<td>Potential (demonstrated ability) to mentor diverse students</td>
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[Link to related document](advance.umich.edu/resources/candidate-evaluation-tool.docx)
Provide a welcoming environment during the interview

• Try to interview more than one female/minority candidate to avoid ‘tokenism’.
• Treat all applicants as valuable scholars and educators, not representatives of a class.
• Ensure that all candidates meet a diverse set of people (which may include students) so that they are more likely to meet someone like them.
• Ask the candidate whom s/he would like to meet.

Show off Your Department as It Is or You Would Like It to Be, Not as It Once Was

Who belongs?
Host an Effective Visit

• Provide information well ahead of the visit regarding schedule, expectations, audience.

• Manage the visit - identify a host that can set the tone each activity or event.

• Invite people to the job talk to maximize diversity.

• Provide an introduction at the seminar that stresses the candidate’s expertise.

Ensure That All Candidates Know About Dual Career Support and Family Friendly Policies

- ADAA provides information to all candidates **so you don’t have to**.
- Dual career support is available to domestic partners of faculty recruits regardless of marital status or sexual orientation.
  - Department Chairs request assistance through their Deans as part of the recruiting process.
  - Support for dual careers enhances **both** recruitment and retention of all faculty.
Consider Only Job-Relevant Criteria

- Interviews should only evaluate qualifications that are relevant to a faculty position – questions about matters that are not job relevant (i.e., family status) are not appropriate. Focus on the criteria you decided on earlier.

- Search Committee should not seek or discuss information about the existence of a dual career partner or family status of the candidate. Plan how to manage the discussion.
What if…

…a candidate mentions a dual career issue or asks about family life/schools in Ann Arbor?

• Answer the question asked.

• Do not ask questions to gather further information from the candidate.

• As necessary, identify other resources outside the search committee.
Negotiation

• Negotiation process should convey that the goal in deciding the terms of the offer is to create conditions for success.

• Provide all candidates with a complete list of items to discuss in the course of negotiations. This list will vary by field, and should include those items that will maximize the likelihood of candidate success in that field.
Recruit the Selected Candidate

After a candidate is selected, aggressive recruiting begins.

Now, all factors relevant to attracting the candidate to Ann Arbor and UM can be discussed.
Questions?
Comments?